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OER Immersive Video Use and Production in COM1010

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Project Summary:

This unit is designed for a Public Speaking course and uses immersive technologies, found as OERs, which bring attention to the needs of Baruch students' communities. By participating in this unit, students will spend time exploring OERs, and then receive training in video capture and editing tools including 360 cameras and Adobe Premier Pro to produce their own OERs which will be viewed by future classes. They will be partnered with the Baruch Maker Hub to explore how these tools have been used to produce public advocacy campaigns, and then in the classroom they will story board, rehearse and edit their own campaigns. They will then return to the Maker Hub for filming, editing, and viewing their productions. This unit aims to enhance student experiential learning by focusing on doing good in the world, as well as envisioning new career paths. Through engagements, such as this unit, taken early in the undergraduate curriculum, students will know what tools and trainings are available to them. They will gain rudimentary competence in those skills, and may work to overcome the economic divides at Baruch in which students enter college with radically different access to, skill with, and ability to produce using immersive technologies.

Detailed Description:

The unit follows the goals outlined by the New America foundation – focusing on doing good in the world and creating career paths. This class is taught to in-coming freshmen and is a great way to learn about speech making in both face-to-face and video-based locations. This unit asks students to explore the New America Foundation's goals that Public Interest Technology can be used to do good in the world and can help students to envision new career pathways.

Specifically, students will envision the many ways that non-profit and development organizations are using new and emergent technologies to present the needs and experiences of disadvantaged communities. From this examination, students are asked to examine how immersive technologies can bring attention to the needs of their own communities. Working in small teams, they will first select a nonprofit organization that is providing needs for their communities. They will then collaborate to create short films that promote the needs of their communities.

In producing their videos, they will work with the Baruch Maker Hub, which has 360 cameras for student use. They will utilize computer labs that have Adobe Premiere Pro software and will receive training in its use. By encountering these tools, as well as immersive training in both filming and editing, students will be encouraged to use technological tools which they may not have access to otherwise. While our university purchased these tools several years ago, they are infrequently used by students until their senior years. This unit aims to introduce students to these tools, and labs early in their collegiate careers, so that they can imagine their use in other classes, trainings that can enhance their careers, and the creative potential of technological space.

Materials:

Included in this document are:

- 1) Assignment sheet, rubric, and class schedule for this unit.
- 2) Teaching plan including materials list.
- 3) Notes on the OER materials and films to be used in this project.
- 4) Student Evaluation materials

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Group Project Description and Schedule

Description:

In the month of November we will be working on Group Deliberation, Presentation, and Reflection skills. We will focus our examination on the ways that Virtual Reality videos can help us to imagine and think about the world in new ways. We will then work in small groups to make our own VR videos. This unit will include two trips to the Maker Hub alongside preparation with your group and evaluation of class projects.

As indicated in the syllabus:

The Group Video Presentation (20% of your final grade) Your in-class video project will take place over two weeks. During this time you will be required to examine the opportunity for video production and video recorded speech, explore Baruch's technological assistance, and then work with a group of your classmates to create a short video which will be screened for your classmates.

Readings:

This unit uses two chapters from our course textbook, *Public Speaking Project*, (<http://publicspeakingproject.org>) which is a fully online, OER source. We will use

[Chapter 14: Speaking to a Global Audience](#)

[Chapter 18: Group Presentations by Jennifer Wood](#)

Optional reading:

Hatfield, K. L., Hinck, A., & Birkholt, M. J. (2007). Seeing the visual in argumentation: A rhetorical analysis of Unicef Belgium's smurf public service announcement. *Argumentation and Advocacy*, 43(3-4), 144-151. <https://doi.org/10.1080/00028533.2007.11821670>

The UNICEF Smurf commercial: <https://youtu.be/Aa782wOrUVM>

Reference Films:

Clouds Over Sidra

<https://www.with.in/watch/clouds-over-sidra/>

My Destiny as a Kid At Risk

https://youtu.be/4ntggdu-l_I

Group Project Schedule

11/5	Individual Film Viewing Day	Group Presentations by Jennifer Wood, Millersville University Viewing and discussing example VR films produced by UNHCR with a focus on the ways that immersive video changes the consumption and processing of detailed, emotionally charged information.
11/10	Group Discussion Day	Speaking to a Global Audience by Ganga S. Dhanesh, National University of Singapore Adapting to new speaking situations and expectations Giving apologies for miscommunication.
11/12	Group Meetings with Professor	Group meeting and preparation <ul style="list-style-type: none"> - Decide which charity to support - Review advertisement from that charity - Develop an ethical line of argumentation to persuade your classmates
11/17	Maker Hub Workday	Exploration of Maker Hub tools and techniques As questions regarding you group presentations Examine example videos and editing tools
11/19	Group Workday in Classroom	Group reflection and revision <ul style="list-style-type: none"> - Story board group presentation (each group has 2 minutes to present their idea to the class) - Voting on group ideas <ul style="list-style-type: none"> o Selection of one idea o Casting of classmates o Choosing directors o Do we need to make props? -
11/24	Maker Hub	Filming, Editing, and Viewing at Maker Hub Filming (first 15 min of class) Upload and render film (10 min) Editing film in small groups Viewing party (last 15 min)
12/1	Full Class Discussion	Group Reflections Due

Teaching Plan

Assignment Sheet, Rubric, and Schedule: linked in separate documents.

Materials Used for this Unit:

- 1) 25 Google Cardboard viewers in our Maker Hub.
- 2) 360 cameras and video editing lab at Maker Hub.
- 3) Each student needs a smart phone and headphones. The phone must have an un-cracked, fully functional screen. Also check that students can connect to WIFI so that they do not use their entire data plan in one class.
- 4) Professor has a Mattel View-Master VR Viewer. I like this as the phone is encased in foam and locked into a plastic box, but it is harder to use the controls with the Matel viewer than with Google Cardboard.
- 5) I chose to limit the VR viewings to two films, both made by the UN, which allow the viewer to pan across the screen and gain a 360 view even if viewed on a computer screen using YouTube.

Assigned Readings:

Text Book

This unit uses two chapters from our course textbook, [Public Speaking Project](http://publicspeakingproject.org), (<http://publicspeakingproject.org>) which is a fully online, OER source. We will use
[Chapter 14: Speaking to a Global Audience](#)
[Chapter 18: Group Presentations by Jennifer Wood](#)

I will also consult an article by Hatfield, Hinck & Birkholt (2007) which “applies J. Anthony Blair's theorizing about visual argumentation to the 2005 United Nations Children's Fund (UNICEF) Smurf public service announcement, which challenges our traditional understanding of argumentation as linguistically bound.” Among rhetorical scholars, this article is famous for the ways that the Smurf theme song and intro cartoon was altered to create a compelling, and terrifying, narrative which persuaded Belgian citizens to make contributions to UNICEF's programs. There was a large ethical debate in Belgium about this commercial as it surprised and possibly scared viewers. I've used this paper in the past with great success, though I'd like to get to know the students first to make sure (a) they are familiar with the smurfs and (b) prompt a discussion of the ethics of this type of fundraising technique, (c) provide an out or framework for discussing the video if they so choose – the video shows the Smurf village being bombed.

Article:

Hatfield, K. L., Hinck, A., & Birkholt, M. J. (2007). Seeing the visual in argumentation: A rhetorical analysis of Unicef Belgium's smurf public service announcement. *Argumentation and Advocacy*, 43(3-4), 144-151. <https://doi.org/10.1080/00028533.2007.11821670>
The UNICEF Smurf commercial: <https://youtu.be/Aa782wOrUVM>

OER Video Resources:

Film: Clouds Over Sidra

Film: My Destiny as a Kid at Risk – Haiti

Video and Immersive Video Materials

Film: Clouds Over Sidra



Video Link:

<https://www.with.in/watch/clouds-over-sidra/>

Summary

The Za'atari Refugee Camp in Jordan is home to over 80,000 Syrians fleeing war and violence. Half of these are children. [*Clouds Over Sidra*](#) is the story of a 12 year old girl who has lived there since the summer of 2013. The film follows her to school, to her makeshift tent and even to the football pitch.

Why I Like this

The film helps students to think through what it means to be a refugee, and helps them to see what refugee camps look like from the inside. When I've showed this in classes I've been impressed by student's comments like "wow! That's what it really looks like!" Also, I like that the narrator is a young girl, she's wonderful and such a natural. It puts students at ease, it's like talking to a younger cousin and provides a great model for their own projects

Resources:

UN Summary and Promotion Page:

<http://unvr.sdgactioncampaign.org/cloudsoversidra/#.XzwB1C-z28g>



"Last night I saw a deeply moving video entitled *Clouds over Sidra*. It is an amazing virtual reality production of the starkness of life in the Za'atari Refugee Camp through the eyes of a beautiful young girl by the name of Sidra.

She says: ***"I have been here a year and a half and that is long enough..."***

But no one knows when it will be safe to go home, nor what will be left for them when they return."

I often think back on my visits in recent years to refugee camps in Turkey, Jordan and Iraq. Children asked: "Why am here? What did I do wrong? When can I go home?" I have no answer. I have only **shame and deep anger and frustration** at the international community's **impotence to stop the war."**

Secretary-General Ban Ki-moon,
Third International Humanitarian Appeal for Syria
March, 2015

From the UN Screening of the film - 2015

Social Media Links:

- I just watched [#CloudsOverSidra](#) a new [#UNVR](#) film about [#childrenofsyria](#) by [@sdgaction](#) [@VRSEWORKS](#) [@UNICEFJordan](#)
- I just watched [#Cloudsoversidra](#) a [#UNVR](#) abt [#SyrianRefugees](#) [#childrenofsyria](#). Visit <https://unitednationsvirtualreality.wordpress.com/virtual-reality/cloudsoversidra/> [@sdgaction](#) [@uicefjordan](#) [@vrse](#)

Film: My Destiny as a Kid at Risk – Haiti

MY DESTINY AS A KID AT RISK – HAITI



Video Link: https://youtu.be/4ntggdu-l_I

Summary: “[My destiny as a kid at risk](https://youtu.be/4ntggdu-l_I)” permits to immerse yourself in the neighborhood of Cité Soleil in Port-au-Prince (Haiti), in which the youth is particularly vulnerable to the threat of violence and the lack of opportunities. The story is narrated by Ricardo, who was a kid at risk that participated in a Disarmament, Demobilization and Reintegration program in 2007. Twelve years later, he is a social worker working on community violence reduction (CVR) initiatives, helping kids at risk to get out of the circle of violence and build their own future by pursuing their dreams. Ricardo conveys a message of hope by underlining that, despite all the challenges, every day, with every decision, we have the power to rewrite our own destiny.

Why I like this: The video starts with a rolling introduction to the neighborhood and a voice over. This is a format that might work really well for students who are more comfortable showing their physical community than showing themselves or their own homes.

Resources: Minimal – this is the newest film from the UN, hopefully coming soon.
Social Media Links

Readings About VR and Related Topics

Academic

Alberghini, D. (2020). Improving empathy: is virtual reality an effective approach to educating about refugees?.

https://sas-space.sas.ac.uk/9315/1/RLI_Working_Paper_No.40.pdf

Anttila, V. (2019). Enter the Ultimate Empathy Machine—a case study on empathy in virtual reality (VR) documentary.

<https://aaltodoc.aalto.fi/handle/123456789/36409?locale-attribute=en>

Dvorko, N. (2019). A New Horizon of Non-fiction Storytelling: the Use of Virtual Reality and Gaming Techniques. In *Storytelling: Global Reflections on Narrative* (pp. 88-96). Brill Rodopi.

http://insight.cumbria.ac.uk/id/eprint/5473/1/Hayes_9789004396418_Hayes_text_proof-01.pdf#page=104

Herson, B. (2016). Empathy engines: How virtual reality films may (or may not) revolutionize education.

<https://www.journals.uchicago.edu/doi/abs/10.1086/688582?journalCode=cer>

Kool, H. (2016). The Ethics of Immersive Journalism: A rhetorical analysis of news storytelling with virtual reality technology. *Intersect: The Stanford Journal of Science, Technology, and Society*, 9(3).

http://scholar.googleusercontent.com/scholar?q=cache:8yy0NQ9DPc4J:scholar.google.com/+clouds+over+sidra&hl=en&as_sdt=0,39

Mass Media

Roose, Kevin. (2020, April 30). “This Should be V.R.’s Moment. Why is it still so Niche?” *New York Times*. <https://www.nytimes.com/2020/04/30/technology/virtual-reality.html?searchResultPosition=2>

Mechling, Lauren. (2019, April 12). “A Virtual – Reality Program to Conquer the Fear of Public Speaking.” *New Yorker*. <https://www.newyorker.com/culture/culture-desk/a-virtual-reality-program-to-conquer-the-fear-of-public-speaking>

Materials and Resources Found

These are resources that I reviewed quickly, but I haven’t yet fully reviewed. Many are targeted to k-12 classrooms but can be adopted to a university space.

Class VR:

<https://www.classvr.com>

They have sample VR lessons, which look good, but don’t apply to my public speaking classes.

Nomad VR

This is VR for the elderly, it is a charming project out of Australia

<https://nomad-vr.com>

ISTE: 25 Resources for bringing AR and VR to the classroom

<https://www.iste.org/explore/In-the-classroom/25-resources-for-bringing-AR-and-VR-to-the-classroom>

DigCitCommit

<https://digcitcommit.org/resources>

Academic Commentary

Many Are Reacting, but Who is Visioning the Future

<https://www.insidehighered.com/digital-learning/blogs/online-trending-now/many-are-reacting-who-visioning-future>

Dawn of 5G: Empowering VR, AR, and Much More

<https://www.insidehighered.com/digital-learning/blogs/online-trending-now/dawn-5g-empowering-vr-ar-and-much-more>

How Technology is Not Changing the Future of Higher Education

<https://www.insidehighered.com/digital-learning/blogs/learning-innovation/how-technology-not-changing-future-higher-education>

Teaching Commentary: ISTE Lib Network Webinar on Using Augmented Reality in the Classroom

<https://youtu.be/Jxf6VxvWXAo>

Other examples of artistic and public use of VR

Virtual Glastonbury 2020. (this link is a review)

https://vrscout.com/news/vr-music-festival-lost-horizon-impressions/?utm_source=VRScout+Scouting+Report&utm_campaign=b53bf69ca5-VRScoutReport_071020&utm_medium=email&utm_term=0_f3642cd298-b53bf69ca5-162012493#

Virtual Speech Trainings and Platforms

I will not be using this, but students liked seeing how VR has been used in professional settings.

Virtual Speech: <https://virtualspeech.com/courses/>

Ovation VR: <https://www.ovationvr.com>

PitchVantage : <https://pitchvantage.com>

Drafted Student Survey for OER Immersive Video Unit. Survey will be distributed via Qualtrics.

The following survey is required for your post-group project evaluation of the VR viewing, video production, and group project work. Please be sure to answer all questions and enter your name at the end of the survey to receive full credit.

Which class section are you in?

- ☐ 2:30-3:45
☐ 4:10-5:25

How likely are you to use the Maker Hub in the future?

Not at all likely
0 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ Extremely likely

What did you like **most** about our visits to the Maker Hub?

What did you like **least** about our visits to the Maker Hub?

In which of the following aspects of the unit were you **most** interested?

- ☐ Storyboarding
- ☐ Online Speech
- ☐ Training in 360 Video Recording and Production
- ☐ Training in Adobe Premiere Pro
- ☐ Other (Please specify)

Attribute Satisfaction

How satisfied were you with the following:

Preparation for Maker Hub visits

- ☐ Extremely satisfied
- ☐ Somewhat satisfied
- ☐ Neither satisfied nor dissatisfied
- ☐ Somewhat dissatisfied
- ☐ Extremely dissatisfied
- ☐ Not applicable

How satisfied were you with the following:

Access to Computers and Cameras

- ☐ Extremely satisfied
- ☐ Somewhat satisfied
- ☐ Neither satisfied nor dissatisfied
- ☐ Somewhat dissatisfied
- ☐ Extremely dissatisfied
- ☐ Not applicable

How satisfied were you with the following:

Group Assignment

- ☐ Extremely satisfied
- ☐ Somewhat satisfied
- ☐ Neither satisfied nor dissatisfied
- ☐ Somewhat dissatisfied
- ☐ Extremely dissatisfied
- ☐ Not applicable

How satisfied were you with the following:

Design of Activity

- ☐ Extremely satisfied
- ☐ Somewhat satisfied
- ☐ Neither satisfied nor dissatisfied
- ☐ Somewhat dissatisfied
- ☐ Extremely dissatisfied
- ☐ Not applicable

List the members of your group

As a group member, I was successful in contributing the following ideas and skills.

As a group member, I was frustrated by the following.

I participated in the following parts of the group presentation.

I was satisfied with the following parts of our presentation.

I wish that we had done a better job with the following parts of our presentation.

Is there anything else that you would like to add regarding your participation in the group project and/or our visit to the Maker Hub?

What is your name?

Have a great Thanksgiving!!!